

## LAWYERS OPPOSE FORTY-ONE IN THE MONTH JUST PAST

Judge King and Judge Marioneaux Discuss Modern Languages Scheme.

**BOTH ARE IN OPPOSITION**  
**THOMAS JEFFERSON'S VIEWS**  
**CITED TO PROVE A POINT.**

Two leading Salt Lake lawyers, Judge William H. King and Judge Thomas Marioneaux, were on record yesterday against teaching modern languages in the grade schools. Judge King said:

"The introduction of French and German, or either, into schools of lower grade than the standard high schools, would be a serious mistake. More than 90 per cent of those attending the grades will never enter colleges or seek a university degree, and will have no special use for any language other than English. While it is unquestionably of advantage to those who intend following a scientific or classical course, to begin at an early day, if the study of other languages than their mother tongue, still there is ample opportunity for such in the high school and the university.

"Beside the interests of the few must yield to the requirements of the many. The many in the grade schools require an education that will equip them to discharge the duties of citizenship, the obligations to society, and enable them to fit into the industrial and economic system by which they are surrounded. They have no time to do more than master the principles of education absolutely essential to the stations in life which they expect to occupy. They will be farmers, mechanics, miners, artisans and followers of manual pursuits.

**Fundamentals Important.**  
"It is of far greater importance to them to know arithmetic, geography, spelling, reading, writing, history and the English language, than to have a smattering of these subjects and a bare speaking acquaintance with foreign languages.

"This is a utilitarian age, and while all desire that the educational system shall in broad and comprehensive, existing conditions cannot be ignored. The grades are primary schools, in which the rudimentary features of education must be emphasized.

"If children when they leave the eighth grade have a fair knowledge of the common branches, their time will have been well spent. If they have French or German, they will of necessity neglect studies of more importance to themselves.

**Disposition Toward Fads.**

"Without desiring to criticize our educational system, I think there is too much of a disposition to run to fads. There is too much organization and system and supervision and control. Teachers cannot obtain the best results; there is not sufficient field for individuality and originality. I fear that the schools suffer from rule and system and uniformity.

"We have excellent teachers and every effort should be to encourage them to secure the best results. They should be allowed to have latitude in teaching, and every effort should be to develop the children into thinking beings. The greatest achievement of any teacher is to teach children to think.

"If in the grade schools, we can enable the students to obtain a fair knowledge of the common branches and elementary science, they will have accomplished the highest and best results. If there is time for the grade students to devote to other matters than now engage their attention, it were far better to introduce more extensively a study of physiology and physical sciences.

**Thomas Jefferson's Views.**

"I commend to the lovers of education the views of Jefferson upon this all-important subject. His general scheme embraced three branches: (1) the division of the whole state into districts or wards, and the establishment in each of primary schools in which the rudiments of knowledge should be taught to all; (2) the establishment of a sufficient number of higher academies or colleges in which those exhibiting in the primary schools superior intellectual endowments might acquire, gratis, a further and higher education; (3) a state university in which the science degree should be taught in the highest degree in which it has attained.

In his famous report to the commission appointed by the governor of Virginia, he stated what he conceived to be the objects of a 'primary' education as follows:

"1.—To give to every citizen the information he needs for the transaction of his own business.

"2.—To enable him to calculate for himself, to express and preserve his ideas, his contracts and accounts in writing.

"3.—To improve by reading, his morals and faculties.

"4.—To understand his duties to his neighbors and country, and to discharge with competence the functions confided in him by either.

"5.—To know his rights; to exercise with order and justice those he retains; to choose with discretion the fidelity of those he delegates, and to notice their conduct with diligence, with candor and with judgment.

"6.—And, in general, to observe with faithfulness and intelligence all the social relations under which he shall be placed.

"Instead of German or French, let the children be taught those things that will prepare them for the duties and labors of life and those duties of good citizenship under a popular government."

**Judge Marioneaux's Views.**

Judge Thomas Marioneaux of Powers & Marioneaux said:

"Children have today all they can assimilate in their studies and time put in on foreign languages would in my opinion be utterly wasted. To study a language by means of a teacher requires a great deal of study. An hour's day in practice and the same time in good, hard study would bring only meager results. Less time than this would bring practically no results, as the student would never master it, and anything short of mastery of a language is of little or no value.

"Indeed, there is no study one could name in which a little knowledge would be of as little value as the study of a foreign language. The ability to figure a little is better than

Number of National Banks Continues to Grow, Many State Institutions Being Converted.

**REPORT OF COMPTROLLER**  
**SOME INTERESTING FACTS AND FIGURES.**

(Special to The Herald.)

Washington, March 11.—In his report for February of operations under National bank law the comptroller of currency says:

"An addition of \$2,235,000 to the authorized capital stock of national banks was the result of the chartering of forty-one associations during the month of February. Thirty of these banks, with aggregate capital of \$775,000, were with individual capital of less than \$50,000, and eleven, capital of \$1,450,000, with individual capital of \$50,000 or over. Charter bonds to the amount of \$621,850 were deposited by these new associations.

From 1863 to March 14, 1900, there were organized 3,254 national banks and from the latter date to Feb. 28, 1906, 2,489 associations. In other words, 38 per cent of the banks chartered during the existence of the national bank system were organized subsequent to March 14, 1900. The capital stock of the banks organized since the latter date was \$166,104,800, and charter bonds deposited at the date of organization \$41,300,000. Nearly two-thirds (1,857) of the banks organized in this period were with individual capital of less than \$50,000, the average being slightly in excess of \$25,000, the minimum required by the act of March 14, 1900.

**Nearly 1,000 New Ones.**

Organizations effected under the act of 1864 and since March 14, 1900, numbered 992, with capital of \$117,662,800, the aggregate capital of smaller banks being \$48,442,000. The greatest increase, both in number and capital of banks, occurred in the middle western states, namely, \$34, and \$51,411,000, respectively. The southern division was second in the list with 728 banks, and capital of \$39,273,500. In the western states division 625 banks were incorporated, with capital of \$20,562,000. The eastern states follow in number of banks, namely, 463, the capital of the associations being \$37,273,500. In the Pacific states 160 banks with capital of \$11,547,800, were organized, and in the New England states 45 banks, with capital of \$5,235,000. Three banks, with aggregate capital of \$550,000, have been organized in Hawaii, and 1 bank, with capital of \$100,000 in Porto Rico.

**Many Conversions.**

Nearly 45 per cent of the banks chartered since March 14, 1900, with approximately 50 per cent of the authorized capital stock, represent conversion or reorganizations of state or private banking institutions; the number of conversions being 310, reorganizations 950, and primary organizations, 1,589. By reason of liquidations and failures, the net increase in number of banks has been 1,190, to Feb. 28, 1906, was 2,351, capital, \$208,332,150, and circulation outstanding secured by bonds, \$292,798,771. The outstanding circulation on Feb. 28, 1906, secured by bonds and lawful money deposited by banks in liquidation, those reducing their circulation, and on account of insolvent national bank was \$550,803,895, an increase since March 14, 1900, of \$298,401,165.

no ability, but the ability to speak a few phrases of a language is of no practical value whatever. The mastery of a language is, therefore, I take it, the only thing to be desired in teaching it. Now, if the pupil leaves the school as a large percentage do, at the completion of the eighth grade, he has spent a year on the study of a language, and unless he will go on with four or five years additional study that year has been wasted. He might much better have put it in in study of his own language.

"This talk of children learning the language so much more readily than they are able to in later years applies only to cases where a child (and the same rule applies to the adult) is taken into the midst of a language and is made practically dependent on its mastery for his conversation.

**Studies All His Waking Hours.**

"In this way he studies not two or four hours, but all of his waking hours. If he is awake twelve hours he gets six times as much practice as would two hours' study under a teacher. Now the child who studies a foreign language under a teacher must have a very good knowledge of his own language in order to help him to understand the principles of grammar and of construction which govern the foreign language. It herefore is a much easier task to learn a language—that is, from books and teachers when one has a thorough knowledge of English grammar.

"Hence a child can never learn in this way as well as an adult and a saving in time and effort will be gained by beginning the studies as they are now in the high school.

"If there is to be any change or any expansion I should certainly favor placing Spanish in the high school. It is a language for which the young men at least would have a great deal of use, and after four years or so of study in the high school a young man could perfect his knowledge of the language among the people who use it. There are already ten thousand people in the dominion of the United States alone who are speaking that language, and they are learning ours. I think it right that we should make an effort to meet them for business reasons alone."

**EUREKA AND RETURN, \$2.00**

Via D. & R. G., Sunday, March 11.

Special train leaves Salt Lake 8:30 a. m. Returning leaves Silver City 6 p. m. Mammoth, 6:10, Eureka 6:30. A magnificent scenic trip. Splendid chance to visit the big mines. Everybody invited.

**CALIFORNIA RATES—TODAY.**

Colonist rate of \$25.00 to San Francisco. Los Angeles and intermediate points via the Salt Lake Route. 169 South Main. Phones 1985.

## Backache, "The Blues"

Both Symptoms of Organic Derangement in Women—Thousands of Sufferers Find Relief.



How often do we hear women say: "It seems as though my back would break," or "Don't speak to me, I am all out of sorts?" These significant remarks prove that the system requires attention.

Backache and "the blues" are direct symptoms of an inward trouble which will sooner or later declare itself. It may be caused by diseased kidneys or some derangement of the organs. Nature requires assistance and at once, and Lydia E. Pinkham's Vegetable Compound instantly asserts its curative powers in all those peculiar ailments of women. It has been the standby of intelligent American women for twenty years, and the best judges agree that it is the most universally successful remedy for woman's ills known to medicine.

Read the convincing testimonials of Mrs. Holmes and Mrs. Cotrely.

Mrs. J. C. Holmes, of Larimore, North Dakota, writes:

Dear Mrs. Pinkham:—

"I have suffered everything with backache and female trouble—I let the trouble run on until my system was in such a condition that I was unable to be about, and then it was I commenced to use Lydia E. Pinkham's Vegetable Compound. If I had only known how much suffering I would have saved I should have taken it months sooner—for a few weeks' treatment made me well and strong. My backache and headaches are all gone and I suffer no pain at my monthly periods, whereas before I took Lydia E. Pinkham's Vegetable Compound I suffered intense pain."

Mrs. Emma Cotrely, 109 East 13th Street, New York City, writes:

Dear Mrs. Pinkham:—

"I feel it my duty to tell all suffering women of the relief I have found in Lydia E. Pinkham's Compound."

Ask Mrs. Pinkham's Advice—A Woman Best Understands a Woman's ills.

## MANY NOTED MEN WILL TAKE PART

Effort to Reform English Orthography to Be Undertaken by "Simplified Spelling Board."

CARNEGIE PAYS THE BILLS

SHORT FORMS ARE BECOMING FAMILIAR.

New York, March 11.—Announcement was made today that an organization, including prominent men of affairs as well as leading men of letters, has been formed to urge the simplification of English spelling. This new body is called the Simplified Spelling Board. It will appeal to all who for educational or practical reasons wish to make English spelling easier to acquire. Andrew Carnegie has generously undertaken to bear the expense of the organization. Mr. Carnegie has long been convinced that English should be made more simple and logical, and that the language of the future, and thus one of the influences leading to universal peace; and he believes that the chief obstacle to its speedy adoption is to be found in its contradictory and difficult spelling.

**Thirty Members of Board.**

The Simplified Spelling board contains thirty members, living in various parts of the Union. Some of them are authors of wide reputation; some are professors of languages; some are editors of the foremost American magazines; some are men distinguished in public life; and some are men of affairs, prominent in civil life. The membership is not yet complete, but it now includes Chancellor Andrews of the University of Nebraska; Justice Brewer of the United States supreme court, President Butler of Columbia university, O. C. Blackmer of Chicago, Andrew Carnegie, S. L. Clemens (Mark Twain), Dr. Melvil Dewey, Dr. Isaac K. Funk, editor and publisher of the Standard Dictionary; Lyman J. Gage, ex-secretary of the treasury; Richard Watson Gilder, editor of the Century Magazine; Dr. William T. Harris, United States commissioner of education, and editor of Webster's International Dictionary; Professor George Hempl of the University of Michigan; Colonel Thomas H. Wigginson, Henry Holt, Professor William James of Harvard, President David Starr Jordan of Leland Stanford university, Professor Thomas H. Lounsbury of Yale, Professor Francis A. March of Lafayette, Professor Brander Matthews of Columbia, Judge Morrow of the United States circuit court, California; Dr. Benjamin E. Smith, editor, and Dr. Charles P. G. Scott, etymological editor of the Century Dictionary; President H. H. Seelye of the Iowa state normal school, Cedar Falls; Colonel Charles E. Sprague, president of the Union Dime Savings Institution; Professor Calvin Thomas of Columbia, Mr. E. O. Vail, lately editor of Intelligence, Dryden, N. Y.; and President Woodard of the Carnegie Institution of Washington.

**Simplicity the Aim.**

The establishment of the simplified spelling board is the result of an effort made within the past year to secure the use, by men of position, of certain simplified spellings, adopted some years ago by the National Education association

and now used by several important publications. The response to this request was very cordial. Hundreds of signatures were received pledging the writers to use these simpler forms in their personal correspondence. The members of the simplified board believe that the time is now ripe for a forward movement. They have learned the nature and the strength of the opposition to be overcome. They will not advocate change merely for the sake of change. They do not intend to urge any violent alteration in the appearance of familiar words. They will not advance any extreme theories. They will not expect to accomplish their task in a day or in a year. They are willing to make haste slowly, in the expectation of overcoming by degrees the prejudice existing in favor of the present cumbersome orthography. They wish in brief to expedite that process of simplification which is going on in the general mind, and to encourage other organizations which are working toward the same end or have shown an interest in the cause.

The immediate activities of the simplified spelling board will be directed by an executive committee chosen from the members residing in New York. An office will be opened in New York to serve as headquarters for the work; and from this office the campaign of education will be conducted by a competent staff. Local societies will be organized wherever a group of willing workers can be gathered together. Comprehensive plans are being mapped out, which will take years for their full accomplishment.

**FREE ADVICE TO WOMEN.**

Remember, every woman is cordially invited to write to Mrs. Pinkham if there is anything about her symptoms she does not understand. Mrs. Pinkham is the daughter-in-law of Lydia E. Pinkham, her assistant before her decease, a d for twenty-five years since her advice has been freely and cheerfully given to every ailing woman who asks for it. Her advice and medicine have restored to health innumerable women. Address, Lynn, Mass.

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